

Math in Focus © 2009
Textbook Alignment
to the
Utah Core
1st Grade Mathematics



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Textbook Alignment to the Utah Core – 1st Grade Mathematics

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Name of Company and Individual Conducting Alignment: Standard Media Services, LLC; David A. Johnson

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

On record with the USOE.

The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): **1st Grade Mathematics Core Curriculum**

Title: Math in Focus ©2009 Grade 1 Student Book A ISBN#: 978-0-669-01086-2

Title: Math in Focus ©2009 Grade 1 Workbook A ISBN#: 978-0-669-01386-3

Title: Math in Focus ©2009 Grade 1 Student Book B ISBN#: 978-0-669-01085-5

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Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: 100 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____ %

STANDARD I: Students will acquire number sense and perform simple operations with whole numbers.

Percentage of coverage in the *student and teacher edition* for Standard I: 100 %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____ %

OBJECTIVES & INDICATORS		Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)	Coverage in Ancillary Material (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries ✓
Objective 1.1: Represent and use whole numbers up to 100.				
a.	Count, read, and write whole numbers.	Gr1 Student Bk A: 1, 4-9, 12, 27, 29, 164-167,171-174, 190-191 Gr1 Wbk A: 1-2, 4-6, 10-13, 19, 35-36, 161-166, 187-188, 257 Gr1 Student Bk B: Chapter 12 Numbers to 40—12.1 Counting to 40; Chapter 16 Numbers to 100—16.1 Counting [Bk 1B citations include chapter number and title, as well as lesson number and title; page numbers currently not available]		
b.	Represent whole numbers using the number line, models, and number sentences.	Gr1 Student Bk A: 4-8, 10, 13-14, 17, 20-25, 30-32, 34-35, 38, 40-41, 42-45, 48-52, 53-56, 57-60, 65, 92-93, 171-174, 175-180, 182-185, 187, 190-191, 195-198, 200-202, 203-206 Gr1 Wbk A: 1, 10-11, 21-24, 29-30, 33-35, 39-40, 41-44, 45-47, 51-54, 55, 61-62,63-66, 69-72, 161-166, 168-170, 174, 188-190, 191-195, 197-198, 203-204, 206-209 Gr1 Student Bk B: Chapter 12 Numbers to 40—12.2 Place Value; Chapter 16 Numbers to 100—16.2 Place Value [Bk 1B citations include chapter number and title, as well as lesson number and title; page numbers currently not available]		
c.	Represent whole numbers greater than 10 in groups of tens and ones using objects, pictures, and expanded notation.	Gr1 Student Bk A: 165-170, 171-182, 183-185, 187, 190, 194, 195-		

		<p>199, 203-206, 208</p> <p>Gr1 Wkbk A: 161-166, 167-170, 171, 174, 176-177, 188, 190, 191-195, 197-198, 203-204</p> <p>Gr1 Student Bk B: Chapter 12 Numbers to 40—12.2 Place Value; Chapter 16 Numbers to 100—16.2 Place Value [Bk 1B citations include chapter number and title, as well as lesson number and title; page numbers currently not available]</p>		
Objective 1.2: Identify simple relationships among whole numbers up to 100.				
a.	Compare and order sets of objects and numbers using the terms greater than, less than, and equal to when describing the comparisons.	<p>Gr1 Student Bk A: 2-3, 13-19, 26, 27, 65, 163-164, 175-182, 191, 193</p> <p>Gr1 Wkbk A: 7-12, 20, 37-38, 171-178, 180-183, 188-190</p> <p>Gr1 Student Bk B: Chapter 12 Numbers to 40—12.3 Comparing, Ordering, and Patterns; Chapter 16 Numbers to 100—16.3 Comparing, Ordering, and Patterns [Bk 1B citations include chapter number and title, as well as lesson number and title; page numbers currently not available]</p>		
b.	Make reasonable estimates of the quantitative difference between two sets of objects.	<p>Gr1 Student Bk A: 15, 19, 174</p> <p>1A Wkbk: 37</p>		
c.	Identify one more, one less, 10 more, and 10 less than a given number.	<p>Gr1 Student Bk A: 4-5, 20-25, 40-41, 183-185</p> <p>Gr1 Wkbk A: 13-14, 16, 20, 38, 180</p> <p>Gr1 Student Bk B: Chapter 12</p>		

		Numbers to 40—12.2 Place Value; Chapter 16 Numbers to 100—16.2 Place Value [Bk 1B citations include chapter number and title, as well as lesson number and title; page numbers currently not available]		
d.	Identify numbers missing from a counting sequence.	Gr1 Student Bk A: 11, 22-23, 25, 61, 66, 164, 188-189 Gr1 Wkbk A: 13-15, 20, 38, 179-180, 188, 249, 257 Gr1 Student Bk B: Chapter 12 Numbers to 40—12.3 Comparing, Ordering, and Patterns; Chapter 16 Numbers to 100—16.3 Comparing, Ordering, and Patterns [Bk 1B citations include chapter number and title, as well as lesson number and title; page numbers currently not available]		
e.	Represent part-whole relationships using the number line.	Gr1 Student Bk A: 10, 16-17, 32, 35, 38, 62, 72, 92 Gr1 Wkbk A: 34, 66-67		
Objective 1.3: Model, describe, and illustrate the meanings of addition and subtraction and use these operations to solve problems.				
a.	Use a variety of models, including objects, length-based models, the number line and the ten frame to describe problem types (i.e., part-whole, combine, separate, compare).	Gr1 Student Bk A: 10,14-17, 30-38, 40-41, 42-45, 48-52, 53-55, 57-60, 62-63, 65-66, 67-7-, 72-76, 77-79, 82-84, 85-87, 92-93, 158, 164-165, 168-170, 193-194, 195-202, 203-206, 209-212, 216-217, 219-220, 221-225, 226-230, 231-233, 231-239, 240-247, 248-249 Gr1 Wkbk A: 21-24, 25-26, 27-32,		

		33-34, 35, 39-40, 41-44, 50, 52-54, 60-62, 63-66, 67, 69-72, 75-78, 79-81, 85-86, 87-89, 182-183, 188-190, 191-196, 197-198, 199-200, 203-210, 211-212, 218, 219-227, 229-233, 235-242		
b.	Use the properties of addition (i.e., commutativity, associativity, identity element) and the mathematical relationship between addition and subtraction to solve problems.	Gr1 Student Bk A: 30, 38, 40-42, 48-52, 55, 59-60, 62-63, 79, 85-89, 90-91, 175, 193-194 Gr1 Wkbk A: 45-48, 81-87, 90		
c.	Compute basic addition facts (up to $10 + 10$) and the related subtraction facts using strategies (e.g., $6 + 7 = (6 + 4) + 3 = 10 + 3 = 13$).	Gr1 Student Bk A: 30-38, 40-41, 48-52, 165-168, 193-194, 195-202, 203-206, 208, 213, 216-217 Gr1 Wkbk A: 21-24, 25-26, 28-30, 33-34, 39-40, 45-47, 191-196, 197-198, 199-200, 202, 203-210, 217, 249, 257		
d.	Find the sum of three one-digit numbers.	Gr1 Student Bk A: 35-37, 195, 201-202, 216 Gr1 Wkbk A: 200, 202, 216, 249, 257, 261		

STANDARD II: Students will identify and use number patterns and properties to describe and represent mathematical relationships.

Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Recognize, describe, and represent patterns with more than one attribute.				
a.	Sort and classify objects using more than one attribute.	Gr1 Student Bk A: 126-128, 129, 130-131, 136-137		
b.	Identify, create, and label repeating patterns using objects,	Gr1 Student Bk A: 129-131, 132-		

	pictures, and symbolic notation.	135 Gr1 Wkbk A: 117-122, 123-124, 131-132, 136, 150, 157, 160 Gr1 Student Bk B: Chapter 12 Numbers to 40—12.3 Comparing, Ordering, and Patterns; Chapter 16 Numbers to 100—16.3 Comparing, Ordering, and Patterns [Bk 1B citations include chapter number and title, as well as lesson number and title; page numbers currently not available]		
c.	Identify, create, and label growing patterns using objects, pictures, and symbolic notation.	Gr1 Student Bk A: 20-22, 163, 183-184 Gr1 Wkbk A: 18, 39, 179 Gr1 Student Bk B: Chapter 12 Numbers to 40—12.3 Comparing, Ordering, and Patterns; Chapter 16 Numbers to 100—16.3 Comparing, Ordering, and Patterns [Bk 1B citations include chapter number and title, as well as lesson number and title; page numbers currently not available]		
d.	Use patterns to establish skip counting by twos, fives, and tens.	Gr1 Student Bk A: 188-189 Gr1 Wkbk A: 180 Gr1 Student Bk B: Chapter 18 Multiplication and Division—18.1 Adding the Same Number [Bk 1B citations include chapter number and title, as well as lesson number and title; page numbers currently not available]		
Objective 2.2: Recognize and represent mathematical relationships using symbols and use number sentences with				

operational symbols to solve problems.			
a.	Recognize that “=” indicates that the two sides of an equation are expressions of the same number.	<p>Gr1 Student Bk A: 42-52, 53-56, 57-59, 61-63, 67-70, 74-76, 90-91, 168, 170-171, 182, 193, 195-202, 203-206, 209-212, 214-215, 216-217</p> <p>Gr1 Wkbk A: 41-44, 45-47, 51-54, 55-56, 59-62, 75-78, 163, 195, 199, 247, 260-261, 262</p> <p>Gr1 Student Bk B: Chapter 17 Addition and Subtraction with 2-Digit Numbers—17.1 Addition without Regrouping; 17.2 Addition with Regrouping; 17.3 Subtraction without Regrouping; 17.4 Subtraction with Regrouping [Bk 1B citations include chapter number and title, as well as lesson number and title; page numbers currently not available]</p>	
b.	Recognize that “+” indicates the joining of sets and that “-” indicates the separation of sets.	<p>Gr1 Student Bk A: 42-43, 66-70, 71, 74-76, 77-81, 82-84, 85-9, 168-170, 171-174, 182, 193-194, 195-202, 203-206, 208, 209-212, 21, 216-217</p> <p>Gr1 Wkbk A: 41-44, 45-47, 51-54, 55-56, 59-62, 63-66, 75-78, 85, 163-165, 195, 199, 260-261</p> <p>Gr1 Student Bk B: Chapter 17 Addition and Subtraction with 2-Digit Numbers—17.1 Addition without Regrouping; 17.2 Addition with Regrouping; 17.3 Subtraction without Regrouping; 17.4 Subtraction with Regrouping [Bk 1B</p>	

		citations include chapter number and title, as well as lesson number and title; page numbers currently not available]		
c.	Write and solve number sentences from problem situations involving addition and subtraction, using symbolic notation for the missing value (e.g., $\Delta + 4 = 7$).	<p>Gr1 Student Bk A: 37, 52-56, 57-60, 62-63, 74-76, 77-81, 82-83, 86-89, 209-213</p> <p>Gr1 Wkbk A: 25-26, 28-29, 40, 41-43, 45-47, 51-54, 60, 72, 75-78, 79-81, 87-88, 90-92, 200, 214-215, 247-248, 260, 262</p> <p>Gr1 Student Bk B: Chapter 17 Addition and Subtraction with 2-Digit Numbers—17.1 Addition without Regrouping; 17.2 Addition with Regrouping; 17.3 Subtraction without Regrouping; 17.4 Subtraction with Regrouping [Bk 1B citations include chapter number and title, as well as lesson number and title; page numbers currently not available]</p>		
d.	Create problem situations from given number sentences involving addition and subtraction.	<p>Gr1 Student Bk A: 28, 213</p> <p>Gr1 Wkbk A: 54</p>		
STANDARD III: Students will understand simple geometry and measurement concepts as well as collect, represent, and draw conclusions from data.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: Identify, describe, and create simple geometric				

figures.			
a.	Name, create, and sort geometric plane figures (i.e., circle, triangle, rectangle, square, trapezoid, rhombus, parallelogram, hexagon).	Gr1 Student Bk A: 96-109, 117, 136-137 Gr1 Wkbk A: 93-100, 101-104, 106, 110, 111-112, 117, 131-132, 133, 135, 155-156, 255	
b.	Identify geometric plane and solid figures (i.e., circle, triangle, rectangle, square, trapezoid, hexagon, rhombus, parallelogram, cube, sphere, cone) in the students' environment.	Gr1 Student Bk A: 124-125, 127-128, 137 Gr1 Wkbk A: 105, 107, 109, 113-116, 134-135, 157, 258	
c.	Compose and decompose plane and solid figures (e.g., make two triangles from a square) and describe the part-whole relationships, the attributes of the figures, and how they are different and similar.	Gr1 Student Bk A: 106-109, 116-123 Gr1 Wkbk A: 99-100, 106, 109, 111-112, 128-129, 160	
Objective 3.2: Identify measurable attributes of objects and units of measurement, and use appropriate techniques and tools to determine measurements.			
a.	Identify the appropriate tools for measuring length, weight, capacity, temperature, and time.	Gr1 Student Bk A: 224 Gr1 Wkbk A: 243 Gr1 Student Bk B: Chapter 10 Weight—10.1 Comparing Things; 10.2 Finding the Weight of Things; 10.3 Finding Weight in Units; 15.2 Telling Time to the Hour; 15.3 Telling Time to the Half Hour [Bk 1B citations include chapter number and title, as well as lesson number and title; page numbers currently not available] * No capacity, temperature	
b.	Measure the length of an object using nonstandard units and	Gr1 Student Bk A: 234-237, 239,	

	count the units using groups of tens and ones.	240-244, 247, 249 Gr1 Wkbk A: 231-234, 235-238, 244-245, 251, 256		
c.	Identify the value of a penny, nickel, dime, quarter, and dollar, and determine the value of a set of the same coins that total 25¢ or less (e.g., a set of 5 nickels equals 25¢).	Gr1 Student Bk B: Chapter 19 Money—19.1 Penny, Nickel, Dime; 19.2 Quarter; 19.3 Counting Money [Bk 1B citations include chapter number and title, as well as lesson number and title; page numbers currently not available]		
d.	Tell time to the hour and half-hour.	Gr1 Student Bk B: 15.2 Chapter 15 Calendar and Time—Telling Time to the Hour; 15.3 Telling Time to the Half Hour [Bk 1B citations include chapter number and title, as well as lesson number and title; page numbers currently not available]		
e.	Name the months of the year and seasons in order, and use a calendar to determine the day of the week and date.	Gr1 Student Bk B: Chapter 15 Calendar and Time—15.1 Using a Calendar [Bk 1B citations include chapter number and title, as well as lesson number and title; page numbers currently not available]		
Objective 3.3: Collect, organize, and represent simple data.				
a.	Collect and represent data using tables, tally marks, pictographs, and bar graphs.	Gr1 Student Bk A: 26, 156 Gr1 Wkbk A: 184 Gr1 Student Bk B: 11.1 Simple Picture Graphs; 11.2 More Picture Graphs; 11.3 Bar Graphs [Bk 1B citations include chapter number and title, as well as lesson number and title; page numbers currently not available]		
b.	Describe and interpret data.	Gr1 Student Bk B: 11.1 Simple		

		Picture Graphs; 11.2 More Picture Graphs; 11.3 Bar Graphs [Bk 1B citations include chapter number and title, as well as lesson number and title; page numbers currently not available]		
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